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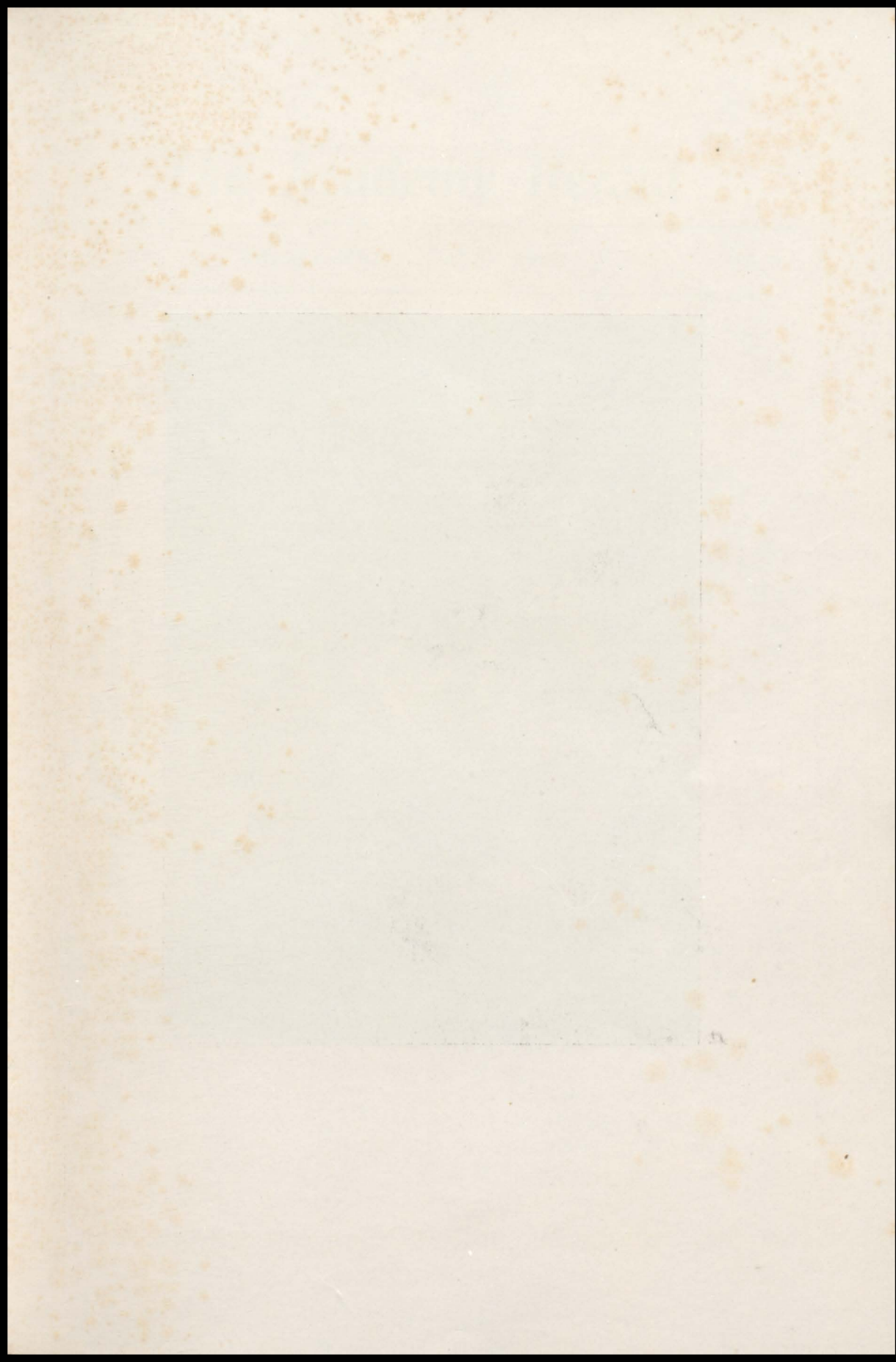
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The Academy Herald

VOL. XVI,

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The ACADEMY HERALD

Devoted to the Interest of

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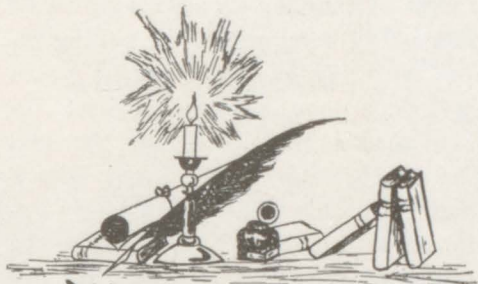
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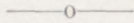
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EDITORIAL.

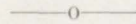
As the Herald goes to press the good news comes to our ears of substantial financial assistance in store for Gould's Academy. Never was school more deserving of such assistance, and rarely has there been greater need. For more than three quarters of a century the school has struggled along without an endowment and eked out a precarious existence through the constant ministrations of its friends. In spite of this, the school has kept in its service a corps of consecrated teachers and has attracted to it a loyal student body, thus being able to maintain an enviable standing among the fitting schools of the State. The past of the school is a long record of struggle and achievement. Its present is worthy of the best traditions of the past. May this new move succeed in making its future secure for all time.

For four hundred years men have been facing the rough seas in the long voyages around Cape Horn, in order to continue trade between the Atlantic and Pacific coasts. Now by stretching an arm of water across the narrow Isthmus of Panama—a seemingly small undertaking compared with sailing on these long voyages for so many years—we shall soon be able to keep up an increased trade, without the loss of so much time. Can we not take a lesson from this undertaking? By extending a helping hand across the Isthmus of Indifference, which divides us from our would-be friends, help them, and by so doing establish a trade of friendship between us that will be lasting. There is opportunity right here in our school. Let us begin today.



We are all dreamers. The young dream of the future; the aged see visions of the past. These day dreams are the border-land of reality. Their castle building, though often fading into nothingness, not infrequently results in solid edifices. He who never dreams of possibilities seldom achieves actualities. Sleep is a mystery that science has yet done little to explain, and dreams—even day dreams—are as mysterious as sleep itself. Yet, have they not played an important part in the program of human action? The Bible tells us that by means of dreams, God taught his chosen people that they had spiritual

faculties,—and that there was a spiritual universe beyond the material one. Constantine had a vision of the Cross, and the Roman world became Christian. Christianity is itself a religion of dreams and visions. An eminent man once said to a student, who sought his advice in regard to an essay he had agreed to write,—“Young man, do you dream? Because if you do not you may never hope for a successful outcome to your literary attempts.” I would not have you believe that I think life to be only a dream, for stern reality proves to the contrary. But there is much truth in Kant’s terse sentence—“To cease to dream would be to cease to live, the mind must necessarily be active.”



The present day demands men of honesty and uprightness. It is only such men who really make a success of life. The other kind may appear to have all that is needed of this world’s goods, but there is something lacking. Those who fail to recognize the brotherhood of man and who act for selfish ends alone, miss life’s most glorious gift. It is the duty of every one to be thoughtful of his neighbor, to render kindnesses, and to deal fairly with all, even his enemies. For the greatest victory one can gain over his enemy is often the good deed where evil is expected. The dishonest person is sure to prove a failure, for to be dishonest is to break God’s laws and no one can violate His laws without suffering. If

the young man entering upon his life-work would resolve to be honest to himself, his neighbor, and all the world, and would remember and keep that resolution, he could not fail to succeed in the best and truest sense.

MEMORY'S BELLS.

Through dim mysterious darkness,
From far away sylvan dells,
Comes the sound of merry music,
'Tis the chime of memory's bells.
Soft and low, to and fro,
List the tender chime,
Sweet and slow, rung I know
By the friends of the olden time.

They rang just now a joyful peal
Of some happy day in the past,
When with playmates full of childish glee,
The hours went by too fast.
Glad and gay, from far away,
Hear the merry sound,
Some roguish fay of a sunny day
The memory bells has found.

Now, there comes a strain, enchantingly
sweet,
Don't you hear the glad bells ring?
As silvery sweet as the musical notes
Of the songs which the angels sing,
Sweet and clear, sounding near,
Coming and going so fleet,
They touch the ear like words of
cheer,
The bells so madly sweet.

Ah! now there comes a weary note,
That sounds like a wail of woe,
Death is sounding the memory bells,

Tolling them sad and slow.
Sad and low, full of woe,
Out of the shadow land,
Soft and slow, to and fro,
They are rung by a vanished
hand.

As flute-like sweet as a bird's glad song,
Ring the bells from the dream-like past,
And they bring me many a message true
Of the years that have fled so fast.
Now swift, now slow, to and fro,
Sadly sweet they chime,
Sweet and low, rung I know,
By friends of the olden time.
A. K. M.

GOULD'S ACADEMY, ITS PAST, PRESENT AND FUTURE.

When, in 1798, Rev. Daniel Gould became pastor of the Bethel Congregational Church and opened a boarding school on the farm he then occupied, known for several generations as the Dr. Wiley place, it was the planting of the seed from which has grown our present Gould's Academy.

Mr. Gould was a profound scholar and a devoted friend to education. He was a constant visitor to the schools of the town, encouraging their teachers and endearing himself to the pupils by his interest and helpful advice. His memory will be revered as long as the bell of old Gould's shall continue to be heard.

In 1835, a High School was established in Bethel Village in order to provide a higher education at home for the young men and women who had formerly been obliged to seek the

same in some of the neighboring academy towns, and one year later the trustees of the high school petitioned the Legislature for an act of incorporation as Bethel Academy. The prayer of the petitioners was granted, and a building was at once erected on the site of the present Academy.

Nathaniel T. True, the former high school teacher having resigned to take up the study of medicine, Isaac Randall of Dixfield, a graduate of Bowdoin College, was chosen preceptor of the new Academy, a position which he held for two years. For some years after this the changes in teachers were frequent, and the fortunes of the school were varied.

In 1842, Rev. Daniel Gould, having failed in his efforts to interest the people of Rumford in higher education, offered to make a bequest to Bethel Academy, provided the name be changed to Gould's Academy. The legacy, with its conditions, was accepted, but, contrary to expectations, only \$1,000.00 was realized from the bequest. This sum, up to the year 1912, is the only permanent endowment the school has ever had.

In 1848, Dr. N. T. True returned to Bethel and became Principal of the Academy, his natural love for teaching having induced him to give up the practice of medicine and adopt the profession of teaching as his life work. Under his inspiring leadership the school steadily increased in numbers. Pupils came from the cities and larger towns and were often turned away for lack of room. Dr. True's administration, which covered a period of thirteen years is considered a golden era in the history of the school.

In 1869, the academy building was enlarged, and in 1881, the old building was removed and the present building erected in its place.

After Dr. True left there came some varying fortunes to the life of the school. Many men of ability came and went, though but few of them remained long enough to leave a distinct impress upon the character of the school, until, in 1897, Prof. Frank E. Hanscom came as a new and growing power for good in the school and community. During his administration the attendance has twice doubled and the school has acquired a reputation for character and scholarship second to none among the fitting schools of the State.

In August, 1900, a reunion of the alumni was held in Bethel and enjoyed by nearly one thousand former students of the school. At this time pledges of financial assistance amounting to several thousand dollars were made, the same to be paid in ten annual payments. This help proved invaluable in meeting the growing needs of the school. From this time on a new interest seemed to be awakened in the school and its needs. Many small gifts were received from interested citizens and alumni, and in 1905 the Davis home at the head of Church street was presented to the school by Hon. L. E. Holden of Cleveland, Ohio, as a permanent Principal's home. Mr. Holden's generosity did not end here, however, for in 1909 he furnished conclusive evidence of the right to his already acquired title of "Gould's Greatest Benefactor." by presenting to the academy our beautiful students' home. Holden Hall, completely furnished and ready for occupancy.

A suitably located athletic ground had long been a crying need of the school, and in 1908 Professor Hanscom conceived the idea of making an appeal to the alumni for the needed assistance. An extensive solicitation was made, and more than two hundred and

fifty friends and former students responded to the call. As a result, Gould's Alumni Field is now a realized possession.

Another valuable acquisition to the equipment of the school is the new laboratory, acquired in the fall of 1911. This originated with the teachers and pupils who raised nearly \$800.00 by means of fairs and entertainments. The balance, about \$2,000.00, was raised by popular subscription.

Thus we come to the present of our beloved Academy and what do we find? One hundred earnest young men and women gathering each day in our pleasant assembly room and going about their daily work with glad faces and brave hearts, respecting and honoring their teachers, and being themselves respected and honored in return. Three carefully systematized courses of study, College Preparatory, Normal and Academic, enable the students to fit themselves for college, for teaching, or for practical everyday life, while receiving in the fullest degree that unconscious influence which can only come from the closest personal association with their instructors.

So much for the past and present, now what of the future? It is characteristic of youth to dream dreams and see visions, and we have but to shut our eyes to get a vision of Gould's future. Fronting on High Street and completing the quadrangle we see another students' home to accommodate the increasing student body. Between the Academy and Holden Hall, at the rear of the intervening lot, stands the long desired gymnasium, "Hanscom Hall," with ample room to accommodate participants in all kinds of indoor athletics, as well as a spacious auditorium for the accommodation of the public, for in this way has the crush at Odeon Hall at Commencement time

been avoided. On either side of the stage are large dressing rooms for the graduates, while a large sunny room at the right of the front entrance, with double sound-proof doors and walls is the Commencement day nursery.

On the corner of the quadrangle bordered by Summer and Elm Streets stands the Manual Training and Domestic Science Building, the ground floor and basement being devoted to the manual arts, while the second floor is given up to domestic science. Both these departments are under the charge of trained specialists.

Just across the river, and bordering its banks for some distance is the "Academy Farm," where the students in agriculture are trained to cultivate the soil on scientific principles, for in Gould's future the course in agriculture is to become one of her strongest and most popular courses.

On Alumni Field a quarter mile cinder track has been constructed, while a large stadium, with dressing-rooms furnished with every modern convenience, stands as a monument to a well-known Bethel citizen.

Self-feeding heating apparatus, with automatically arranged drafts, have been installed in the Academy, dormitories and "Hanscom Hall." Electroliers at necessary intervals in the assembly and recitation rooms furnish ample light on the shortest days.

Not visible, but perfectly substantial, is the annuity purchased by grateful alumni, of sufficient magnitude to pay all running expenses of the school, and payable until the year 2000.

Numerous scholarships may be earned by the students, varying from \$100.00 for the student in each class maintaining the highest rank in deportment, to all expenses for a four years' college course.

In fact, nothing is left to be desired

in this golden future of dear old Gould's.

E. J., '12.

WHAT AM I HERE FOR?

What am I here for? How many of us ever pause to ask ourselves this question? Am I here for some clearly defined purpose, or merely because chance brought me here? "Chance" may have been my ever thoughtful parents, or simply my own desire to do as some friend or school-mate was doing. But if I came to my place by chance, I must not trust to that same guide to fit me for my later life. I have excellent teachers, but that will be of little use to me unless I follow their instructions. The rich opportunities offered me demand my best efforts.

Am I here to shirk my lessons, or, worse still, to "crib" them? If I copy a paper that should have been wrought by my own efforts, do I profit by it? My teachers have nothing to gain from my work; I have everything to gain.

I may neglect my work until examination week. It is more than probable I cannot do it then, and so must fail. Am I here to be satisfied with failure?

If I am here with a clear purpose to accomplish some special thing, to train for some particular line of work, my every effort must be directed to that end. Perhaps I am fitting myself for college, where I shall prepare for some profession. This certainly is a purpose worthy of careful and devoted study. Or I may wish to become a teacher in our public schools. I must appreciate

what it means to be a true teacher. "To be shut up in a school-room for six hours a day, five days in the week, with a company of restless, mischievous children?" Yes, and to be responsible for the health of those children, while they are under my care, and for their mental and moral development. Among the many institutions for character-building there is only one which has more influence than the school.

It may be that I intend to devote myself to my home. Here rests the greatest responsibility of all. What power does the home life of a people exert over the nation!

Having then a fixed purpose, what am I here for, right here at Gould's? To do my work well, to be true and noble, and to make my life such that none may question or condemn.

The years at school will go quickly, however, and then, under different circumstances, the same question must again be faced. In these simple words are often expressed the greatest problems of a life-time. What am I here for?

It is a persistent, puzzling question, but one whose importance may not be so great as at first appears. Am I here to spend my time in making plans for the future or in doing that which is clearly my present duty?

Work well and faithfully done leaves no regret, and I would not see the path I travel blocked with neglected duties. If I never reach the goal of my desire, I hope, at least, to leave no stumbling-blocks for those who follow.

I am here, in my school, my home, or in the great school of life, just to do my duty, "cheerfully like a child of God."

G. B., '12.

ROOSEVELT, THE MAN.

Theodore Roosevelt—you see the man and understand his personality, his force and magnetism. He is big—big in body, big in brain, big in heart. He is Roosevelt the sunny, congenial, popular sort of a man people invariably address by his first name. He is Roosevelt, descended from stern and hardy German stock with a sturdy New England conscience and an inherent love of fair play, mighty in his wrath when aroused, and lofty in his ideals and aspirations.

The Roosevelts were descended from that vigorous stock which gave the world a Lincoln and a Gladstone. His family first settled in New York and there began to play its role in law and politics. He was reared in a home atmosphere conducive to the formation of a noble character and pure ambition. He is a true example, both mentally and physically of American manhood. His father was eminent in law and politics, with a high conception of public duty. His mother was a true Christian always ready to sacrifice for the comfort of others.

Theodore Roosevelt is a great lover of men—his interest is in men, not in theories. The problem of Labor and Capital is for him how to promote justice between employers and the employed and the welfare of both. His interest in the Tariff is how to conserve the health and happiness of the men who are earning their bread by honest effort. How to reduce the death rate is of more importance to him than how to increase the President's salary. The "Recall and Referendum" question, he regards not as a curious political question to be worked out by algebraic terms; it is how to promote the welfare of the people whose happi-

ness depends on the success or failure in judicial and executive administration. His aim is the moralization of the people, of the Government, of the individual. He desires not only the moralization of political conditions, but of industrial conditions, so that every force in the community, individual and collective, may be directed to securing for the average man and average woman a higher and better and fuller life. It was these interests that led him to abandon his chosen profession to pilot a nation through a time of peril.

At the death of President McKinley, Roosevelt was ready and came forward to take up the most important duties of this nation. No President ever performed his duties better or quieter, and yet during no period of our history has there been more advancement in civic righteousness or more law breakers brought to justice.

Roosevelt is a firm believer in the "Rule of the People." He is striving for the cause of social and industrial justice, to be obtained through the genuine rule of the people. He is striving against entrenched wrong and privilege in the most hateful form. He is not striving in bitterness of spirit, or with anger, or hatred, but for the cause of righteousness. He believes in the liberty and power of the people, achieved in law abiding and orderly fashion. He respects judges, but he regards them as servants, not masters of the people. His policy is not to give to the people any new power, but to restore to them the power out of which they have been defrauded, the power which is their right and duty to exercise.

He is free from all race and class prejudices. He likes men, and he likes all sorts of men, except those who are dishonest and disloyal. To him a

man's life is the most precious thing in the world, and is a thorough believer in the motto—"A man's a man for a' that and a' that."

Mr. Roosevelt is a man of strenuous politics. His whole life shows his love and desire for honesty and fairness. His record while at Harvard is clean and spotless. He was an ideal student. In athletics he took a prominent part. He won nearly every contest he entered, in fact, winning became a habit with him. He is large in body, and in brain; but is not too big for any work that comes his way. After leaving Harvard he led the life of a ranchman and author. Money is not his first consideration, consequently he is not wealthy. He is fair and impartial at all times and in all things. His good nature and patience enables him to get along with all kinds of men provided they are honest and thoughtful. His keen sense of humor makes him sought for by men everywhere; his intensity is expressed in his activity and love of out door sports.

Roosevelt is brave and courageous, not warlike, but peaceful. Manly in defeat, but not boastful in victory, always ready to speak the truth regardless of consequences. He is a great soldier, author, statesman, a gentleman at all times. He has deep convictions of the right. He is a true Christian, an ideal husband, and father, firm, kind, and thoughtful. Such is Roosevelt, the man.

W. K., '12.

WHY SHOULD WOMEN VOTE?

In the various States of our Union, women are seeking the ballot. To the

question of the men, "Why should women vote?" the women, or non-voters, reply, "Why should not women vote?" A satisfactory answer to the second question would be a sufficient reply to the first.

In olden times disputes between individuals were settled by force of arms; quarrels between nations by war. Owing to the fact that it naturally fell to those who waged war to decide whether war should be carried on or not, the men got into their hands the entire management of the government. In the process of development of nations other means than military force have been adopted. The vote of the people,—all the people some orators boast—is taken to decide public matters. But who are the people? When the census and tax lists are drawn up, women are included. Why should not their names appear on the voting list?

It is often said that government does not concern women, and therefore, they should not concern themselves with the making of laws. But we have not one set of laws for men and another for women. All alike must obey the same law or suffer the same penalties for its infraction. The hardships which come upon the people from the mistakes of the men are suffered by the women as well, as, for instance, in the case of a strike. The women enjoy and rejoice in the prosperity which comes to all. Since then they must obey the same laws and experience the same effects, why should they not also share in producing these laws and effects?

A favorite argument with the men is that woman's place is in the home; it has even been said that it is unladylike for her to go to the polls. We grant that the home is woman's sphere. Her deepest interests are there. Hence arises her desire to protect the home. If

she had the franchise she could secure much better protection for the home, for instance, in regulating the pure schools, sanitation, and the divorce question. No one can know better than the women the conditions of the home which need remedy, and, therefore, they are competent to decide what measures ought to be taken.

The most debated subject in Maine recently has been the prohibition question. This matter of resubmission, because it affects so seriously the boys, has interested the women as much as the men. Possibly there might not have been so much uncertainty about the matter if the women had voted. Couldn't the women have done as well in counting the votes as Gov. Plaisted and his council?

The statement has been made by someone that the franchise for women would be of value only as far as it is exercised by educated women. But the same thing is true of men who vote. In these days the proportion of educated women is scarcely lower than that of educated men.

Among public affairs in which women have already evinced a deep interest and exerted a strong influence is the abolition of the sweatshop. That which has so far been accomplished is largely due to the efforts of the women, organized in such bodies as the Consumers' League.

On questions of international importance women's interest is keen, as well as on local matters. If they had had the privilege of voting it is probable that more questions would have been submitted to arbitration, and, hence, the peace of the world as a whole would be further advanced than it is at the present time.

Since, then, the admission of woman to the franchise would lead to better protection of the home and of the op-

pressed, to the improvement of schools and sanitary conditions, to the enforcement of the prohibitory laws, and to the extension of peace in the world, why should men continue to withhold from her the right to make the laws by which she must abide? With these good results, it is true, might come some evils, but the evil would be temporary, the good, permanent.

F. S., '12.

INDIANS, PUEBLOS, AND THE DESERT REGION OF THE GREAT SOUTH-WEST.

(Continued from last issue.)

Taking the trail to the Petrified Forests, one spring morning, in that exhilarating air, with such strange and picturesque scenery, who could ever forget such a drive, even if it were taken in a clumsy, jolting vehicle of the plains? Before us lay seemingly interminable distances, broken here and there by grotesque sandstone formations, and white mesas still further away; the sand dotted with sage brush, and rarely a fringe of cotton woods along a stream's dry bed; not an object without its peculiar colors,—now a warm vermilion, or rich terra cotta, then a dazzling white or yellow, and as day advances, all encircled in a lovely violet haze. Allowing one's gaze to linger upon the distance, indistinct forms and dancing figures charmingly mock one, not unlike pictures in the firelight. This pleasing fancy suggests the possibility of that intangible feature of the desert—a mirage. But only those who

penetrate the heart of the desert and drink deep of its charms and its terrors, know the rare experience of a real mirage.

It is not to be denied that there is another phase of desert life—the fascinating, cruel, tragic side. The desert gives lavishly of its charm and diversion, but exacts a corresponding toll. During the warmer months the burning sands produce a frightful thirst, and many were the animals' skeletons, bleached snow-white, which told us the fate of the desert-lost. After safely crossing an innocent looking, sandy channel, which becomes a river in the rainy season, we learned that much of the river-bed was composed of quicksand, in which a pair of horses and a carriage were once engulfed forever. Woe unto those who linger in crossing, for after wheels commence to sink into the surface there is little chance of escape! It seemed quite remarkable that even one familiar with the region could guide a conveyance over what seemed to us such a faint trail. Tracks upon those desert sands are soon erased. After leaving the railroad the only other living creature seen was a horned toad—that harmless little denizen of the desert. It was almost disappointing not to meet a rattlesnake, but somehow we did not feel disposed to hunt for any. On the return drive a herd of wild horses appeared on a distant horizon, fleet as the wind, and lost to sight in a few moments.

The Petrified Forests of Arizona are situated about eighty miles south of the Pueblo villages of the Hopi Indians, and cover thousands of acres in five separate tracts. This region has been given the appropriate names of Chalcedony Park and Lithodendron Valley. The forests personally inspected were reached from the little station of Adamana, a point most accessible to

the three tracts generally visited. These forests of prostrate stone trees which were once a species of stately conifers,—the Araucarian pine, are now gorgeous specimens of a divine chemistry. A legacy from the Triassic Age, they reveal their story of centuries ago as they lie scattered over the shifting sands. Not far distant from the unfamiliar but marvelously beautiful region known as the Painted Desert of Arizona, the Petrified Forests form a rival "Painted Desert" in themselves. The effect of these brightly-hued relics of a remote geologic age, partly sunken in the gray-white sands, cannot be realistically pictured. Like gems they shine in their contrasting desert setting; for these petrified trees are stone of exquisite coloring and shading: "red jasper, clouded agate, opalescent chalcedony, shaded carnelian, or banded onyx." While the prevailing tints in the tracts we visited were red or crimson, pink, orange, green, violet, gray, and some slender columns frosted as with silver, beautiful shades of blue predominate in one forest, which is properly called the Blue Forest; other tracts are known as the Crystal and Rainbow Forests. An especial object of curiosity in one of the forests is the Natural Bridge, which is a huge trunk of jasper and agate, spanning a chasm. There are trunks over two hundred feet in length and from seven to ten feet in diameter; some lying intact, others broken into sections, for this petrified wood is heavier than granite, and is said to be five-eighths as hard as a diamond. Great trunks, limbs and branches, even twigs and chips retain traces of bark. In one forest there are many standing stumps visible, showing that the trees grew where they now lie. The process of erosion is going on as it has for centuries, causing these rainbow-hued logs

to slowly emerge from their tombs. From high clay banks petrified logs were here and there disclosing themselves to view.

So I leave with the readers these few, inadequate pen-pictures of the South-West, which, with its semi-civilized Indians, its unique Pueblos, its grand canyons and its painted deserts, is as rich in interest as many a noted foreign land. Yet our Petrified Forest region is a wonder-spot almost as unknown as the deserts of Arabia, and was even shunned for a long time with superstitious dread as a place of departed spirits by the Indians who dwell on its borders.

Seated on the clean, white sand, leaning against a gorgeously-colored old log, with a brilliant Navajo blanket around my shoulders, for the strong desert wind was cool, if dry, in April, lunch was partaken of in romantic surroundings. Although loath to leave this enchanted and enchanting scene, our guide counseled wisely, and the tame, trivial, commonplace world must again be ours.

JOAN S. KILBORN, '96.

CONCERNING THE ENDOWMENT.

One of the best things in our human nature is the ability to lose one's self in a cause, to sacrifice the immediate and personal for a far reaching ultimate good. There are causes that awaken undying devotion. There are institutions that command a love and loyalty the outward token of which is self-sacrificing service.

Our old New England Academies are

among such institutions. Founded in the days of small material wealth, in those best days of plain living and high thinking, by men who revered learning, they were born of self-denying effort. All along their honored way they have been upheld by it. Hearts would glow and eyes would glisten could all the pages of their record be read, pages shining with the story of gifts from slender purses, of burdens valiantly borne on weary shoulders.

Like all things whose existence depends upon unselfish devotion they have been loved. Those who struggled in the Maine Legislature of 1891 for the yearly appropriation which should help to preserve the existence and usefulness of the Academies of the State, know that the men who stood shoulder to shoulder in the fight, worked *con amore*, with a fire and enthusiasm that was good to see.

Our own academy like its sisters has had the allegiance of its alumni. Always at its call, friends and old pupils have nobly responded. Gratitude for the splendid generosity which bestowed the Principal's home and Holden Hall is always with us. The same spirit among its friends and alumni purchased Athletic Field and built and equipped the new laboratory, which State requirements made necessary. The liberal pledges made at the Alumni Re-union have been faithfully fulfilled.

But like all the rest of this great, growing, upward struggling country of ours the school faces constantly new demands. Demands that must be met. But how?

The glory of the present is in its great wave of altruistic effort. Religion finds its supreme expression in service. There has been a shifting of emphasis from the old subjective mysticism with its ultimate self-searchings and reach-

ings out for another world to sturdy, stalwart efforts to make this world a better one. Everywhere life and wealth are being lavishly spent in the endeavor to improve economic and social conditions. If great fortunes have been amassed great fortunes are being poured out in countless channels of good.

One of the newly apprehended psychological truths seems to be that by putting one's self into harmony with universal law one lays hold of all its powers. In some such way, through the consecrated channels of sorrow and sympathy, we seem in our need to have drawn help from one of the great working forces of this country today.

Those who heard will never forget Mrs. Gehring's perfect tribute to the brave life whose last gentle, heroic days were passed among these hills. Nor will they ever forget the perfect appeal of the beloved Principal to his pupils which closed the impressive services in memory of Morris Pratt on his birthday, the 29th of November.

In the following words Mrs. Gehring told at the last meeting of the Board of Trustees some of the ways in which that young life is going on among us, in that best immortality of "good diffused," of ever widening influences and reverent memories.

Mrs. Gehring said:

"A letter came from his mother in which was one sentence which I answered something like this: 'How should you feel if here, where Morris looked his last on earth, there was a living good, blessing some less fortunate boy or girl, than Morris was while with us.' "

"The answer was the \$200.00 for character-improvement prizes, announced at the Academy on his birthday, Nov. 29th.

"Mr. and Mrs. Pratt were deeply touched by the account of that occasion, as written for the Academy Herald. Sufficient copies

were sent them to give to near relatives and friends, which they gladly used!

"In Mr. Hanscom's selections of Scripture that birthday, was one sentence which I know from his tone, was a prayer. 'O, Lord, establish Thou the work of our hands.'

"I knew what that meant! It came to me in the quiet hours of night. 'The work of our hands, establish thou it,' and it haunted me by day, till I asked Mr. Hanscom to tell me his trouble! I asked him to send me a letter that I could use as a reference. I received a very manly, but a very pathetic letter. He had done his best, and it seemed to me that Mr. Hanscom must leave Bethel, in justice to his growing family.

One day while I was carrying this condition in my heart, Mr. Upsón spoke of the fact that \$100,000,000 had been used in educational charities this past year,—and in a flash came the thought, Mr. Pratt founded Pratt Institute. He was identified himself with the educational interests of this country in every direction. Why not appeal to him!

"I immediately wrote the most earnest appeal for his personal influence for this Academy and community I could put on paper and enclosed Mr. Hanscom's letter. I received a telegram pledging \$1,500 annually for five years.

Mrs. Gehring then added that because of this gift an additional \$200.00 had been given to her by Mrs. Wm. Dudley Foulke of Richmond, Ind., to use as she thought best for the good of the Academy, and that she thought best to make it a nest egg for an endowment fund, which those who have had the interests of the Academy most at heart have long felt to be the one important foundation for its enlarged future usefulness.

Since the time of that meeting generous contributions toward the endowment fund have been received from the members of Dr. Gehring's household, who, fired by the enthusiasm of

its devoted mistress, have given splendidly from their abundance.

Mr. William Jewell Upson of Cleveland has given \$1,000.00 Mr. Wm. Bingham 2nd, of Cleveland, \$2,500; Mr. and Mrs. H. Hill, of Cleveland, \$100; Miss Gertrude Beard, of Cambridge, \$50.00; Mr. A. C. Bartlett of Chicago, whose stay here left with us many heart warm memories, has given \$500.00 to be paid in annual sums of \$100.00 each.

Fortunate a people when wealth is in the keeping of such almoners. Three of the trustees and some of the students have added and the subscription list now stands:

SUBSCRIPTIONS TO DATE.

Mrs. Wm. Dudley Foulke,	\$200.00
Dr. J. G. Gehring,	200.00
Mrs. Agnes H. Straw,	200.00
Mr. Wm. Jewell Upson,	1,000.00
Mr. Wm. Bingham, 2nd,	2,500.00
Jas. Roland Hughes,	1.00
Dudley Foulke Hughes,	1.00
Arthur Middleton Reeves Hughes,	1.00
Robert Morrison,	1.00
Foulke Morrison,	1.00
Miss Gertrude Beard,	50.00
Rose Mary Morrison,	1.00
Janet Urie,	1.00
King Sanborn Pushard,	1.00
Katharine True Bryant,	2.00
Natalie Crawford True,	2.00
Eleanor Worthley True,	1.00
Judge A. E. Herrick,	100.00
Mr. and Mrs. H. Hill,	100.00
Mr. A. C. Bartlett,	500.00

In five annual payments of \$100 each.

Frank A. Schirmer,	500.00
Albert L. Burbank,	100.00

Students' List.

Olive Wardwell,	\$1.00
Effie Bernier,	1.00

Agnes Hutchins,	1.00
Ola Hutchins,	1.00
Ada Everett,	1.00
Helen Spencer,	1.00
Margaret Chase Herrick,	2.00
Marjorie A. Cushman, G. A., '10,	1.00
Harold E. Rich, G. A., '12,	1.00
Robert D. Hanscom,	1.00
Frank E. Hanscom, Jr.,	1.00
Alton F. Bartlett, G. A., '14,	1.00
Chas. P. Bartlett, G. A., '14,	1.00

Total,	\$5,477.00
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Will not the friends and benefactors of Gould's Academy everywhere make her cause their own. An endowment is an imperative need. Will they not only give what financial aid they may—big or little—but also keep on the alert to discover and lay hold upon any possible train of influence through which help may come. The Academy would never close its doors—we know that. But it would face probably a worse alternative, to struggle on in the crippled half hearted efficiency of institution or individual embarrassed by poverty, unable to compete on fair grounds with endowed schools, its teachers under paid, its working power lessened. It would, it is feared, be obliged to give up a principal it can ill afford to lose, the man who took it with twenty-five scholars fifteen years ago, and has brought it where it is today, the man endowed with marvelous powers of organization, who knows how to marshal and control forces; the man who in a rare measure commands the love and esteem of his pupils, the man called by them, The Just.

The Academy does not wish to be always forced to call upon its friends for money. It does not enjoy the role of pensioner. It wants an endowment adequate for the needs of a well-equip-

ped school. "A long pull, a strong pull, a pull all together" will bring one.

Give of your wealth. Or give your mite, in the name of a disciple.

Some years ago when Hebron was working for its endowment Judge Bonney met one of its graduates, on the street in Portland, a graduate of divided allegiance, it must be confessed, for Gould's lay nearest his heart and his by no means plethoric pocket. Judge Bonney asked for a contribution to Hebron Endowment Fund. The regretful reply was that it could not be afforded. "But you can give a dollar." "Oh, yes, that gladly." Awhile after Judge Bonney met the same person again and said, "See here, my dear man, your dollar has found eight hundred fellows." Let our dollars go on a like quest.

Mrs. Foulke has added to her gift a dollar for each of her little grandchildren. Mrs. Gehring one in the name of each little niece. The young student girls of Mrs. Gehring's household have each given one. A fond father has bestowed one in the name of his baby son.

Let us all share the large faith and devotion, if not the broader opportunities, of her whose is the honor of taking the first step—a long, courageous step—in a movement which we trust will place our Academy where it deserves to stand and give it a fair chance with the other endowed schools with which it must compete.

Mary C. Herrick.

"Whatever you are, be that
Whatever you say, be true;
Straightforwardly act, be honest, in
fact
Be nobody else but you."



QUOTATIONS APPLIED

"Yet a few days and thee, the all beholding sun, shall see no more."

Seniors.

"The post of honor is a private station."

Walter Keene.

"No further seek his merits to disclose,
Nor draw his faults from their most dread
abode."

C. Tuell.

"My thoughts are my own,
A penny cannot buy them."

Clyde Lapham.

"Which I wish to remark, and my language
is plain,
For ways that are dark and tricks that are
vain."

Philip Wight.

"It ain't by princerples nor men my on-
ward course is steadied. I seents what pays
the best and then goes into it baldheaded."

Perry Judkins.

"A sudden thought strikes me, let us swear
eternal friendship."

E. Lawler.

"He trudged along, unknowing what he
sought,
And whistled as he went for want of
thought."

Gard Goddard.

"I stood among them but not of them."
Howard Tyler.

"Our acts, our angels are; or good or ill,
Our fatal shadows, that walk by us still."
Lawrence Philbrook.

"And e'en his failings leaned to virtues
side."
Guy Kendyl.

"The world was all before them where to
choose."
Freshmen.

"Of manners gentle, of affections mild,
In wit a man, simplicity a child."
George Roberts.

"I do not set my life at a pin's fee."
Eva Bartlett.

"And when a lady's in the case,
You know all other things give place."
Elmon Jordan.

"Nothing can trouble me; nothing make
me sad."
Mabel Bailey.

"Thought is deeper than all speech."
Gladys Bartlett.

"They are wise who seek wisdom."
Lucy Eagle.

"Care to our coffin adds a nail, no doubt.
And every grin, so merry, draws one out."
Alice Swan.

"By trifles, in our common ways,
Our characters are slowly piled."
Lila Tracy.

"The ups and downs of life do not disturb
me."
Ward Rounds.

"The pleasant part of a quarrel is to make
up."
Eva Bean.

"For transient sorrows, simple wiles,
Praise, blame, love, kisses, tears and smiles."
Sylvia Swan.

"When a woman will, she will and you can
depend on't,
When she won't, she won't and that's the
end on't."
Helen Baker.

"Not stepping o'er the bounds of modes-
ty."
Evangeline Atherton.

"Whose armor is his honest thought, and
simple truth his utmost skill."
John Harrington.

"Let them obey who know not how to
rule."
Maude Vail.

"We must be gentle, now we are gentle-
men."
Homer Parker.

"It is well to think well; it is divine to
act well."
Edith Kimball.

"He that is giddy, thinks the world turns
round."
Francis Mills.

"Learning without thought is labor lost."
Ara Burgess.

"Her lips move, but she whispers not."
Ella Garey.

"You gave me the key to your heart, my love,
Then why do you make me knock?"

"O, that was yesterday, saints above!
Last night I changed the lock."
Mona Martyn.

"The tree of deepest root is found,
Least willing still to quit the ground."
Ralph Abbott.

"And there's lots of comfort, really, to a
struggling mortal's breast,
In the saying, if its truthful, 'I done my
level best.'"

Alta Cummings.

"I am constant as the northern star."
Cleve West.

"This is all my choice, my cheer,
A mind content and a conscience clear."

Doris Frost.

"When duty whispers low, 'thou must,'
The youth replies, 'I can.' "

Winfield Wight.

"Children are we, our airy bubbles blow:
ing,
Laughing we see them lightly float away."

Edith Marsden:

"He owned with a grin his favorite sin
Is pride that apes humility."

Percy Farnham.

"Best men are moulded out of faults."

Leroy Hamlin.

"Virtue in her appears so bright and gay,
We hear with pleasure and with pride obey."

Miss Randall.

"O, that this too, too solid flesh would
melt."

Alton Bartlett.

"In maiden meditation, fancy free."

Margaret E. Herrick.

"A wise man is strong, yea, a man of
knowledge increaseth strength."

Arthur Cummings.

"Yet I do fear thy nature is too full of
the milk of human kindness."

Alice Kimball.

"Good faith, I am no wiser than a daw."

Charles Small.

"I were but little happy, if I could say
how much."

Florence Springer.

"In idle wishes, fools supinely stay,
But there a will and wisdom finds a way."

Henry Tenney.

"Let the world glide, let the world go,
A fig for care and a fig for woe."

W. Foster.

"Genteel in personage, conduct and equip-
age."

Lina Kimball.

"How weak are words to carry thoughts
like mine."

Leo Cole.

"As lamps burn silent with unconscious
light,
So modest ease in beauty shines most bright."

Marian Mansfield.

"Come hither and listen whoever
Would learn from our pages the miracle
Of passing for witty and clever
Without being voted satirical."

Norman Hamlin.

"I've got a middlin' tight grip, sir,
On the handful of things I know."

Urban Bartlett.

"Exalt thy calling, on its spotless shield,
Write truth, write honor, valor, first and
last."

Ralph Young.

"Wisely and slow. They stumble that run
fast."

Joseph Deegan.

"Kisses, blisses, hearts, darts,
Aromatic pain,

Everybody's troubled once with love on the
brain."

John Howe.

"The strong must build stout cabins for
the weak,
Must plant and stint, must sow and reap
and store,
For grain takes root tho all seems bare and
bleak."

Miss Pratt.

"Here's a sigh for those who love me,
And a sigh for those who hate,
And whatever sky's above me,
Here's a heart for any fate."

Earle Farnham.

"Still true to reason be my plan,
Still let my actions speak the man
Thru every various scene."

Dana Grant.

"I live for those that love me."

Gladys Russell.

"I have no spur to prick the sides of my
intent."

E. Bowler.

"I'll write for I'm witty, a popular ditty,
To bring me shekels and fame."

Margaret C. Herrick.

"O, the lazy days of boyhood, when the
world was fair and new."

Harold Chandler.

"Little foot whose lightest pat,
Seems to glorify the mat.
Waving hair and picture hat."

Annie Newcomb.

"Whence is thy learning. Hath thy toil
o'er books consumed the midnight oil?"

C. Valentine.

"O, what a glory doth this world put on,
for him
Who, with a fervent heart, goes forth and
looks on
Duties well performed and days well spent."

Mr. Moore.

"'Tis but the joyous quality of life that
pricks her heart with glee."

Ruth Farrington.

"She has a tender winning way,
And walks the earth with gentle grace."

Ruth Mason.

"A man like a watch is to be valued by
his manner of going."

Harold Rich.

"Her voice was ever soft, gentle and low,
An excellent thing in woman."

Miss Herrick.

"Vultus est index animi."

Olive Wardwell.

"'Tis not a wild chorus of praises,
Nor chance, nor fate,

'Tis the greatness born with him and in him
That makes a man great."

Mr. Hansecom.

LABORATORY STATEMENT.

Total amount received from regular subscriptions as per list on file,	\$1,215.00
Amount received from Mr. J. S. Rich, in addition to his subscription in the first in- stance,	265.00
Amount received from F. E. Hansecom, from the Labor- atory equipment fund, trans- ferred and appropriated for the purpose of paying the sum needed to complete pay- ment for laboratory,	242.71
Total cost of laboratory,	\$1,722.71

Following is a more detailed state-
ment of the different items of cost in-
cluded in the above total.

Amount paid G. Tuell, for work and materials not in- cluded in items below,	\$986.04
Foundations, brick for chim- ney, cement, lime, sand, mason work, etc.,	336.57
Heating apparatus, plumbing, etc.,	219.21
Painting,	90.34
Changing fire escape,	71.50
Slate for blackboards, fgt., ctg., etc.,	19.05
	\$1,722.71

Mention should be made of the liber-
al action of Mr. J. S. Rich, of New
York, who, although he had given lib-

erally upon the original subscription sent us a further sum of \$265.00, when advised that the building had cost considerable more than had been anticipated and that there would be quite a deficit in the fund. This sum and the \$242.71 so generously appropriated by the students from the equipment fund made it possible to complete payment for the building. The action of Mr. Rich and the students is appreciated by all friends of the Academy. We may also say that the citizens and friends of the Academy were all most generous in giving for this laboratory and that through them a long felt need of the institution has been supplied.

E. C. PARK,
Treasurer of Gould's Academy.

LABORATORY EQUIPMENT STATEMENT.

Amount raised by school, by fairs and entertainments, and on deposit in Bethel Savings Bank, May 15, 1911,	\$616.70
July 20, received from L. E. Holden,	250.00
Aug. 18, received from E. S. Kilborn,	50.00
Sept. 22, received from Mrs. C. W. Hubbard,	250.00
Nov. 1, Bank dividend,	9.14
	<hr/>
	\$1,175.84
Fair and Entertainment, 1912, Net receipts,	\$225.48
Voted to Senior class	\$11.89
Voted to Athlet- ic Association,	25.00
	<hr/>
	\$36.89

Balance deposited in bank,	188.59
Total,	<hr/>
	\$1,364.43

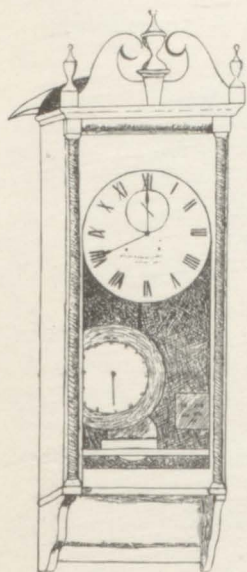
EXPENDED.

Furnishings for recitation room, including seats, desks, chairs, tables, book-case, window shades, etc., with freight and cartage on same,	\$161.34
Furnishings for laboratory, in- cluding laboratory tables, draft closets, etc.,	349.57
Chemical apparatus and chemi- cal supplies,	242.61
Wiring and lighting,	21.54
Paid E. C. Park, to cancel debt on laboratory build- ing,	242.71
	<hr/>
Total expenditure,	\$1,017.77

Balance on deposit in bank,	\$346.66
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As the laboratory could not be equipped for the teaching of physics at the beginning of the year, it was deemed best to postpone the purchase of physical apparatus until the beginning of the next school year. The estimated cost of such apparatus, necessary to put the laboratory in good working order is \$350.00, which is provided for by the sum now on deposit in Bethel Savings Bank. With this supplied, Gould's Academy will have a most excellent little laboratory for the teaching of the two important sciences, physics and chemistry. Teachers and students have been working and saving to this end for several years, and their thanks go out in generous measure for the encouraging words and generous assistance that have come from so many friends both far and near.

F. E. HANSCOM,
Treasurer of Equipment Fund.



Under
The
School
Clock

Peanuts! !

* * * *

Mornin' Prof.

* * * *

O, you Blondy!

* * * *

You're e-c-crazy, Simms!

* * * *

Wow, those new batteries! !

* * * *

Magnanime Aenea.

K—O, Mag, Mag.

* * * *

"Sib" has a back seat.

How long will she stay?

* * * *

Seen anything of that Look Out Magazine?

* * * *

On en cultive beaucoup en serre.

Y-n-g—They raise much of it in the observatory.

Eng. I. Miss D—. Bad, ill, worst.

* * * *

Going to school now, Foster?

No, taking exams.

* * * *

Ask Fanny where he got those terrible glances which he lets fly in the English class.

* * * *

You don't know how much you have to know in order to know how little you know.

* * * *

Get your wood split by Keene and Co., terms, only \$1.40 per cord.

* * * *

Eng. I. Miss B—. The elder of the twins is the largest.

* * * *

Lillian B— announced to the Normal Class recently that after the honey moon the ant discards its wings.

Good for you Lill! It is hard to tell what the bounds are to your information in regard to "Love" now that we know you are interested even in insect life.

* * * *

There are three feet in a yard, Mona. Please don't forget that.

* * * *

Do you know your lesson Mr. K—?

K—Well, er-r-r, I would, if I could remember what the book said.

* * * *

Das Madchen strich sich langsam mit den Fingern durch ihr schwarzes Haar.

Mr. Mills what does "schwarzes" mean?

M—. Scratched.

Miss R-n-d-l— Mr. K-n-e, it does not become your dignity to be funny, now sit up and be a good boy.

* * * *

Will some one kindly tell C. W. what a monastery is. He is undecided, but thinks it is possible they may be something like Dunstan's cell.

* * * *

At Bridgton Basket ball game.
Cheer leader—"What's the matter with Ikey?"

Students—"He's all right."

Cheer leader—"Who thinks so?"

(Heard above uproar)—"Blondy."

* * * *

The members of the Sr. Normal class are becoming such expert mathematicians that they even dispute the methods in the modern arithmetics.

* * * *

Take my advice and never propose in the Eng. class.

Mr. K-n-d-y-l.

* * * *

Mr. Foster, I shall be obliged to request you to leave the room, taking your clothing with you.

* * * *

Miss R—. Brilliant Mr. M-y-l-s?

* * * *

If Miss P. should punish Miss R., would she ask for M(o)re?

* * * *

When we went to Bridgton, who proposed going by way of Norway?

Our noble captain, and there's a reason.

* * * *

We hope that all members of the Sophomore French class will learn the difference between is and has expressed in French, and to avoid such mistakes as "Mon pere est un singe."

G. R.

Peggie, we miss you dreadfully.

* * * *

Definition of a gentleman:—

A boy who behaves himself.

Definition of a lady:—

A girl who makes the boy behave.

* * * *

Song—Just A Little Bit Added To
What You've Got, Makes A Little Bit
More.

Sophomores.

* * * *

Song—Has Any One Here Seen
Father.

Sung by all at the end of each year.

* * * *

It must be that the Seniors have had
a donation or have robbed some bank.
They haven't had a social this term.

* * * *

Most of the merchants advertise,

Some think they can't afford it,

They like to sit and watch it,

Save it, count it, hoard it.

* * * *

"And the nations, rising up,
Their sorry and foolish sins shall put
away,

As children their toys when the
teacher enters."

Who sees the resemblance between
Ikey and the nations?

* * * *

To those who kindly help us

We extend our heartfelt thanks,

To others, hope their riches

Will never burst the banks.

Ex.

* * * *

"Boys, you're not going to do any-
thing rash are you?"

Prof. M. after the Bridgton game.

* * * *

Students of G. A. You seem enthusi-
astic the day on which the Heralds
come from the press. Why not get en-
thusied a little before they go to press.



SCHOOL NOTES.

A very successful school year is drawing to a close. It has seen a new laboratory finished and working in fine shape. It has seen an endowment fund well started, thanks to the loyal hearted friends of the school. Considering all, the year of 1912 has brought many blessings to dear old Gould's.

We are indebted to the artistic skill of Miss Gwendolyn Stearns, '04, for the Herald's new cover design.

The students of Gould's Academy, who were so fortunate as to be in town were the recipients during the recent vacation of a charming courtesy from Dr. and Mrs. Gehring. In response to an invitation to a Student Party on Wednesday evening, Mar. 6, more than thirty young people were cordially welcomed to the beautiful home and most graciously entertained.

The class parts for graduation have been assigned as follows:

Salutatory, Harold E. Rich
Address to Undergraduates,

Albert Clark.

Class History, Jean C. Taylor

Class Oration, Lawrence E. Philbrook
Presentation of Class Gift,

Mona L. Martyn

Class Will, Earle W. Farnham

Class Prophecy, Olive F. Wardwell

Presentation of Gifts to Class,

Gladys Bartlett

Valedictory Address, Ruth I. Mason
Class Ode, Guy T. Kendall

The salutatory and valedictory go to the young man and young woman who have maintained the highest rank in scholarship throughout the four years of the course. The other parts were assigned by vote of the class.

Twice during the winter, the students have been guests of the Columbian Club at their very interesting and instructive lectures, Castles of the Rhine, by Prof. A. N. Leonard of Bates College, and Victorian Literature by Prof. W. W. Hartshorn, also of Bates College. The students appreciate and value the interest shown in them by the Columbian Club, and herewith extend thanks for their gracious courtesies.

Recent visitors to the school were Ernest F. Clason of D. C. Heath & Co., and Prof. Hartshorn of Bates College.

It was the privilege of several Gould's students to attend the Boys' Conference held in Waterville, January 26, 27, 28.

This conference although not as large as some was certainly one of the most inspiring. It seems impossible that any boy could attend one of these conferences without being uplifted and inspired to better things. Besides being able to listen to some of the ablest speakers of the country a fellow meets boys from all over the State, those who are earnestly working for the Christianizing of their communities.

Many boys who were present at this year's conference will surely in later years, regard it as a turning point in their lives.

Statistics of the Class of 1912.

"We've Had a Corking Time."

Name	Known as	Age	Weight	Pet Phrase	Favorite Study	Aspires to be
Harold Rich	Hallie	18	Long ton	"Pickles"	I like all of 'em	Lawyer
Elmon Jordan	Jordan	18	Oh, guess	"Well I never"	English	Mill man
Annie Newcomb	Newcomb	15	101½	"There"	Greek History	Always young
Mona Martyn	Monie	19	Ernie knows	"Geo"	French	Singer
Walter Keene	Crazy	15	173	"Oh, dear"	Algebra	Talker
Cleveland West	Cleve	19	154	"Well—!"	Same as Jordan's	Chauffeur
Gladys Bartlett	Gladie	20	Never knew	"Oh"	Geometry	German teacher
John Howe	Obie	21	Pumpkin size	"? ? ? !"	Algebra	Tall and thin
Albert Clark	Quirk	19	Just right	"Oh thunder"	Solid Geometry	Aviator
Olive Wardwell	Cousin Matilda	18	Shan't tell	"Oh, Lord"	French	School teacher
Florence Springer	Fay	19	115	"Why"	Has none	Collegian
Edwin Lawler	Eddie	20	138.9	"Au Rats"	Latin	Hasn't decided
Jean Taylor	Teddy	18	Ask mamma	"Oh well"	English History	Kindergarten teacher
Ruth Mason	Rufus	18	Witch's weight	"Look"	Same as Jean's	Mistress of a bungalow
Earle Farnham	Brutus	19	148	"Pickles"	History	Doctor
Lawrence Philbrook	Bobbie	18	Can't remember	"Numerous"	English	Same as Brutus
Lillian Bean	Bill	19	Featherweight	"For Gosh sakes"	Sophomore Geometry	In R. I
Guy Kendall	Sarah	19	100 plus	"I know, but I've forgotten"	Geometry	Actor

Statistics Continued.

Name	Favorite Song.	Favorite Book.	Chief Delight.	Self Estimate.
Harold Rich	"I'm Looking for a Sweetheart."	"The Lion's Share."	Never Failing.	It.
Elmon Jordan	"One Little Sweet Little Girl."	"To Have and To Hold."	Sleigh riding.	I made the Earth.
Annie Newcomb	"If You Must Love Someone, Won't You Please Love Me."	"My Friend the Chauffeur."	Having a good time.	I Know I'm Cute.
Mona Martyn	"Won't You Even Say Hello."	"The Man of the Hour."	Autoing.	I Can Sing.
Walter Keene	"I Wish I Had a Girl."	"Story of the Other Wise Man."	Being Funny.	Teacher's Pet.
Cleveland West	"On An Auto Honeymoon."	"The Motor Maid."	Strolling in the Park.	None Better.
Gladys Bartlett	"Garden of Dreams."	"Wanted; A Chaperon."	Translating German.	Very Nice.
John Howe	"Always Leave Them Laughing."	"Reveries of a Bachelor."	Sitting in H. H. kitchen.	Nobody Loves a Fat Man.
Albert Clark	"Up in My Aeroplane."	"Character Reading."	Keeping quiet.	Oh, I'll do.
Olive Wardwell	"Somebody That I Know."	"A Bunch of Good Cheer."	Teaching Sr. Normal.	They all look up to me.
Florence Springer	"There's Nobody Just Like You."	"Together."	Eating Ice Cream.	You'd Like Me, if You knew Me.
Edwin Lawler	"In All Dreams I Dream of You."	"Heart Throbs."	Dreaming.	I Have Pretty Hair.
Jean Taylor	"It's Moonlight All The Time on Broadway."	"Whispering Smith."	Studying music.	No Better than the Rest.
Ruth Mason	"Brown Eyes."	"Sunshine and Roses."	In the Class of 1911.	Nobody Knows.
Earle Farnham	"Under Any Old Flag."	"Old Sweethearts."	Sitting in Reception Room.	O. K.
Lawrence Philbrook	"I Want Somebody to Play With."	"Pleasures of Life."	Going to Gorham.	Give Me Lots of Room.
Lillian Bean	"In Ireland."	"The Land of Play."	Playing truant.	Some Class to Me.
Guy Kendall	"I Don't Care, If There's a Girl There."	"A Dream of Fair Women."	Waltzing with the girls.	I Can do Anything.

ACADEMY FAIR.

The annual fair by the students of Gould's Academy was held in Garland Chapel, February eighth, and was even more of a success than usual. The booths—one for each class, and one for the alumni—were well patronized and very prettily arranged. The supper called out about the usual number, in spite of severe weather.

The most interesting part of the program came in the evening in Odeon Hall, when, despite the warm coaxings of comfortable homes, the people of the village and many from nearby towns gathered to see the drama, "The Sophomore," given by the students. Following was the program for the evening:

PROGRAM.

Male Quartette:

Earle Farnham,
Walter Keene,
Lawrence Philbrook,
Guy Kendall.

How Can I Leave Thee?

Carry Me Back To Old Virginy.

Chorus—

My Shadow, Robert Louis Stevenson.
A Southern Lullaby, Philip Greely.

THE SOPHOMORE.

A College Comedy in Three Acts.

Cast of Characters:

Robert Stewart, the Sophomore, star fullback
on football team, Lawrence Philbrook.

"Bud" Kennedy, captain football team,
Earle Farnham.

More Sophomores,

"Kink" Bannister, Guy Kendall.
"Reddy" Simms, Ernest Bowler.
"Dutch" Hendricks, Edwin Lawler.
"Brster" Brown, manager of the team,
John Howe.

Livingstone, head coach of the team,
Homer Parker.

"Owl" Griggs, a "greasy grind,"
Walter Keene.

Prof. Alden, M. A., B. B., Professor of
Physics, Arthur Cummings.

Hope Alden, his daughter, Ruth Mason.

Aunt Mary Scott, relative of Aldens,
Mona Martyn.

Cousin Matilda Dwiggin, relative of Aldens,
Olive Wardwell.

Violet, servant at Alden's House,
Annie Newcomb.

Act 1—Physics Classroom at Lakeville University.

Violin Solo, Flower Song,
Margaret E. Herrick.

Act 2.—Study in Prof. Alden's House.

Solo, Arcadian Lullaby, Mona Martyn.

Act 3—Office of Athletic Association.

This program was carried out in a very pleasing manner, and all felt paid for braving the elements to witness it.

Altogether the fair of 1912 scored a great success; successful as regards the executive ability of those interested in the fair and drama, as well as from a financial standpoint, as about \$225.00 was cleared as the proceeds of the day and evening. This will be expended for school interests, as explained elsewhere in the Herald. The thanks of teachers and students are herewith extended to all who aided us by contributions, patronage, or by encouraging words.

JUNIOR EXHIBITION.

(Reprinted from Citizen.)

The people of Bethel were delightfully entertained by the Junior Class

of Gould's Academy with an Exhibition Feb. 29, at Odeon Hall. This event was somewhat of a new departure in the annals of the school, as not for many years, if ever before, has a Junior Exhibition been given. Taking the place of the annual Prize Declamations, it proved an acceptable and pleasing innovation.

A varied exhibition like that given last Thursday evening requires more attention and general work in preparing it than the regular Prize Speaking Contest. Those who assumed the responsibility of this Exhibition have reason to feel satisfied with the results of their efforts. Every member of the Junior Class participated in the entertainment with the exception of Carroll E. Valentine, who was excused on account of illness. The drills under the direction of the Principal, showed careful preparation. The Military Drill was a new feature in a Bethel entertainment and is one of the most difficult of drills. The Wand Drill by the young ladies was excellent. In the accomplished hands of Miss Miriam Herick the vocal music contributed largely to the enjoyment of the evening. The quintette of girls sang two of the fascinating old Irish songs, and the quintette of boys seemed to touch a responsive chord in the heart of the audience, so favorably were they received.

A leading feature of the program was the short Irish play under the management of Mrs. E. C. Vandenkerekhoven. This quaint, folk-lore sketch, entitled Heart's Desire, is a fine bit of dramatic work, requiring far more training and adaptation than the average, light, popular comedy usually given. It is a source of much satisfaction to have a play of this high order produced, and thus conform to the course pursued in the higher

grade schools. Costumes were procured especially for the production and the character parts were well done. Although this little sketch is imbued with a tinge of sadness, the old peasant and his family, including his sweet daughter-in-law, and their troubles beyond the authority of the stately parish priest, enlisted one's whole interest, and the dainty faerie brightened the scene despite her baleful enchantment.

After the sketch came the Minuet, danced in costume by Miss Carrie King and Mr. Guy Kendall, the latter being a member of the Senior Class. In charge of Miss Edith Hastings, this lovely relic of the past charmed all once more with the grace and accuracy of its presentation.

The piano solo by Miss Edith B. Marsden was appreciatively received, and the recitation by Miss Carrie I. King, from the pen of Kate Douglass Wiggin, was highly entertaining. Miss Mona Martyn of the Senior Class acted as accompanist for the drills. It is gratifying to have such an enjoyable, refined entertainment provided by a class in our Academy, and may these exhibitions become an established custom. Below is the program.

Piano Solo—Souvenir de Trovatore,
EDITH B. MARSDEN.

Wand Drill,
JUNIOR GIRLS.

Counsel For The Defense,
*CARROLL E. VALENTINE.

Military Drill,
JUNIOR BOYS.

The Ruggles' Dinner Party,
CARRIE I. KING.

Songs—Irish Folk Song, Bells of Shandon,
QUINETTE OF GIRLS.

HEART'S DESIRE.**CAST OF CHARACTERS:**

Maurteen Briun, An Old Peasant,

RALPH YOUNG.

Bridget, his wife,

EVA BEAN.

Shawn, their son,

LEROY HAMLIN.

Maire, their daughter-in-law,

MILDRED BOSSERMAN.

Father Hart, the parish priest,

WINFIELD WIGHT.

Faerie,

SYLVIA SWAN.

The Minuet,

MISS KING, MR. KENDALL.

Songs, The Little Old Red Shawl—Stein Song,

QUINTETTE OF BOYS.

*Excused on account of illness.

The proceeds go into the treasury of the Junior class to be used as the class deems best.

ALUMNI NOTES.

W. W. Kilgore, '77, Bowdoin, '81, proprietor of Maple Inn, Bethel, Me.

Arthur G. Wiley, '91, successful physician at Bar Mills, Me.

1898.

Gerry L. Brooks, attorney-at-law, Portland, Me.

1899.

Robert C. Bisbee, broker, Lewiston, Me.

Geo. H. French, managing agent, Sagadahoc Fertilizer Co., Bowdoinham, Me.

Mabel V. Shaw, assistant high school, Whitefield, N. H.

Ruby M. Smith, teacher of grammar school, Gorham, N. H.

Leon V. Walker, attorney, with Libby, Turner and Libby, Portland, Me.

1900.

Daisy E. Dixon, assistant proof reader, Kennebec Journal Office, Augusta, Maine.

Merritt B. Gay, proprietor of Portland Auto School, Portland, Me.

William H. Holmes, principal High school, Mass.

Charles H. Holmes, Prin. Kingman High School, Kingman, Me.

Maud L. Thurston, librarian, Bethel Public Library, Bethel, Me.

1901.

Ethel M. Farwell, Prin. Grammar School, Bethel, Me.

Edwin L. Harvey, private secretary to Com. of Water Supply, Gas, and Electricity, New York City.

Walter W. Holmes, firm of Holmes and Weatherbee, House Furnishings, Lincoln, Me.

1902.

Gotthard W. Carlson, with N. E. Tel. Co., Boston, Mass.

Fenwick L. Holmes, pastor of church in Corona, Cal.

Jerome C. Holmes, recently graduated from Hartford Divinity School; will go to India as missionary.

Gilbert W. Tuell, asst. treasurer, Atlas Tack Co., Fairhaven, Mass.

1903.

Chester H. Bean, Civil Engineer, Bridge Construction Dept., B. & M. R. R., Boston, Mass.

Perry A. Bean, Construction Supt. Santa Fe Railroad.

Earle W. Philbrook, civil engineer, Denver, Col.

Howard G. Philbrook, private secretary to Mr. Stone of Stone and Webster, Plymouth, Mass.

Bessie F. Stanley, stenographer, Portland, Me.

Widd B. Twaddle, M. D., Fryeburg, Me.

Frank J. Weed, pianist, Boston, Mass.

1904.

Harry W. Purington, bank cashier, Manchester, Mass.

Gwendolyn I. Stearns, teacher, Bethel, Me.

Edith R. Hastings, at home, Bethel, Me.

1905.

Minnie Eagle, training for nurse, Portland, Me.

Paul C. Thurston, recently married to Miss Elsie M. Hall, for several years teacher of music at Gould's, Roxbury, Me.

1906.

John H. Carter, surveyor for Berlin Mills Co.

Marion C. Dyer, teaching in Rumford, Me.

J. Harold Young, with Jordan, Marsh Co., Boston, Mass.

1907.

Charles A. Forbes, Dartmouth '11, teaching in Massachusetts.

T. F. Vail, recently graduated from Gray's Business College.

1908.

Thomas A. DeCosta, student at Bliss Business College, Lewiston.

Florence L. Eaton, teacher of elocution and physical culture, Maine Wesleyan Seminary, Kent's Hill, Me.

Elton C. Keene, recently elected member of school board, Poland, Me.
Geo. E. King, senior at U. of M.

1909.

Ernest F. Bisbee, Bowdoin College, Brunswick, Me.

J. Elton Coolidge, with Bell Tel. Co., Waterbury, Conn.

1910.

Claude A. Goddard, student at Bowdoin Medical School.

Cedric A. Judkins, student at Gorham Normal School.

1911.

Ivan W. Arno, student at U. of M.

Edna M. Bartlett, Farmington Normal School.

Clinton Bennett, student, U. of M.

Helen M. Spencer, Gorham Normal School.

OBITUARY.

MARGARET VALENTINE WALKER.

It is with feelings of the deepest sadness that the Herald records the death of Margaret V. Walker, which occurred at her home in Oxford, March 15, after an illness of two years from tuberculosis.

Everything that medical skill and the love and care of devoted relatives and friends could do was done to check the dread disease, but she gradually declined and finally sank to sleep, to awake, we believe, in that better country where pain and parting and death are unknown.

Miss Walker was a graduate of Oxford High School and of Gould's Academy in the class of 1908. In these schools she won the love of her teachers and the affection and regard of her schoolmates and classmates. She was a young woman of cheerful, sunny disposition and of varied accomplishments. Her young life gave every promise of a bright and useful future, and the intelligence of her death will convey to her many friends a deep sense of personal loss.

If I knew you and you knew me—
If both of us could clearly see,
And with an inner sight divine
The meaning of your heart and mine,
I'm sure that we would differ less
And clasp our hands in friendliness:
Our thoughts would pleasantly agree
If I knew you and you knew me.

—Nixon Waterman,



•ATHLETICS•

BASKET BALL.

The season just ended has been a very successful one, Gould's winning nine out of fourteen games played. Under the captainship of Young a very fast and clean-playing team was developed. Farnham, Clark, Foster and Philbrook were all new members. Mr. Moore proved to be a very able manager and handled the team in the way that one should be handled. Financially the team came out without indebtedness.

Dec. 25, Gould's played Norway Town Team at Norway and easily won by the score of 31 to 8. The game

throughout was fast and interesting. Foster and Farnham excelled for Gould's, while Thompson played well for Norway.

Score:

Norway.	Gould's.
Thompson, rg.,	rf., Young.
Wood, lg.,	rf., Bowler, Farnham.
Sanborn, c.,	c., Cummings, Foster.
Haskell, rf.,	lg., Clark.
Brown, lf.,	rg., Philbrook.
Ricker, sub.	

Score, Gould's 31, Norway 8. Goals from floor; Young 3, Bowler 2, Farnham 4, Foster 4, Philbrook 2, Thompson 4. Goals from fouls; Young. Referee, Russell and Twaddle, alternating. Timer, Shaw. Scorer, Moore. Twenty minute periods.

E. L. H. S. 7, Gould's 31.

E. L. H. S. played at Bethel, Dec. 29, and was defeated in an interesting game by the score of 31 to 7. Solomon was the star player for the visitors while Young, Foster and Philbrook did good work for Gould's.

The score:

E. L. H. S.	Gould's.
Tilton, lf.,	lf., Young.
Chesley, rf.,	lf., Farnham.
Moulton, c.,	c., Foster.
Solomon, lg.,	lg., Clark.
Mower, rg.,	rg., Philbrook.
McLeod, sub.,	sub., Cummings, Bowler.

Score, Gould's 31, E. L. H. S. 7. Goals from floor, Young 7, Foster 3, Clark, Philbrook 3, Moulton. Goals from fouls, Young 3, Solomon 5. Referee, Skinner and Twaddle, alternating. Scorer, M. T. Pratt. Timer, Moore. Twenty minute periods.

Portland High 18, Gould's 13.

Jan. 6, Portland High played at Bethel, the first time for a number of seasons, and defeated Gould's 18 to 13. The game was very rough throughout.

By the absence of Philbrook the Gould's team was greatly weakened.

The score:

P. H. S.	Gould's.
Niles, rf.,	rf., Young.
Burke, lf.,	lf., rg., Farnham.
Dougherty, c.,	c., Cummings.
McCallum, lg.,	lg., Clark.
Orr, rg.,	rg., c., Foster.
Connellan, lf.,	lf., Bowler.
	sub., Small.

Score, P. H. S. 18, Gould's 13. Goals from floor; Young 4, Foster, Niles 2, Burke, Dougherty, McCallum 2, Orr 2, Connellan. Goals from fouls; Young 3, Burke 2. Referee, Smith and Libby alternating. Scorer, Pratt. Timer, Moore.

Gorham 26, Gould's 22.

Jan. 12, Gould's played at Gorham and was defeated by the score of 26 to 22. Inability to shoot goals was the cause of Gould's defeat. The team was also crippled by the loss of Philbrook.

The score:

Gorham H. S.	Gould's.
Newell, rf.,	rf., Young.
Hammond, lf.,	lf., Foster.
Mortenson, c.,	c., Cummings.
Harriman, rg.,	rg., Farnham.
Audley, lg.,	lg., Clark.
Newell, sub.,	sub., Bowler.

Gorham 26, Gould's 22. Goals from floor; Young 5, Cummings 2, Farnham 2, Bowler, Newell 2, Hammond 5, Harriman 2. Goals from fouls; Young 2, Mortenson 4. Referee, Sullivan; umpire, Hamlin. Scorer, Pratt. Timer, Moore.

Berlin H. S. 24, Gould's 8.

From Gorham, the boys went to Berlin, where they played Berlin H. S., Saturday evening. The game was again in favor of the opponents. The game was one of the best of the season. Gould's outplayed her rival in the sec-

ond half. Farnham and Clark played a fine game for Gould's.

The score:

Berlin H. S.	Gould's.
Stewart, rf.,	rf., Young.
Whitten, Smith, lf.,	lf., c., Foster.
Dahl, c.,	c., Cummings.
Martin, lg.,	lg., Farnham.
Light, rg.,	rg., Clark.
	lf., Bowler.

Berlin 24, Gould's 8. Goals from floor; Stewart 3, Smith 3, Dahl 2, Light 2, Young. Goals from fouls; Light 4, Young 6. Referee, Donahue, Twaddle. Scorer, Moore. Timers, Lawler and Lee. Twenty minute periods.

Norway Town Team 7, Gould's 34.

Jan. 26, Gould's again went to Norway and was victorious. The game was fast and exciting. Young, as usual, played a steady game and was well backed by his team mates.

Norway.	Gould's.
Thompson, rf.,	rf., Young.
Haskell, lf.,	lf., Farnham.
Sanborn, c.,	c., Foster.
Emery, rg.,	lg., Clark.
	rg., Philbrook.

Wood, sub.

Gould's 34, Norway 7. Goals from floor; Young 8, Farnham 2, Foster 2, Philbrook, Clark, Thompson, Sanborn 2. Goals from fouls, Young 4, Thompson. Referee, Corbett. Umpire, Chapman. Scorer, Moore. Time, 15 and 20 minute periods.

Morse High 18, Gould's 28.

Feb. 2, Morse High of Bath played at Bethel and the defeat of Gould's at her hands last year was revenged. The game was the best of the season.

The score:

Morse High.	Gould's.
Thompson, lf.,	rf., Young.
Fitzgerald, rf.,	lf., Farnham.
Morse, Hunt, c.,	c., Foster.

Lemont, lg.,

Parker, rg.,

lg., Clark.

rg., Philbrook.

sub., Cummings.

Score, Morse High 18, Gould's 28. Goals from floor; Thompson 3, Fitzgerald 4, Morse, Young 4, Farnham 6, Foster 3. Goals from fouls; Young 2, Thompson 2. Referee, Chapman. Scorer, Pratt. Time, 15 and 20 minute periods. Timer, Moore.

Berlin 18, Gould's 14.

Feb. 9, Berlin played the return game with Gould's. The game was very rough and "dirty." The referee gave Berlin every advantage, but as it was Gould's came near winning.

The score:

Berlin.	Gould's.
Stewart, rf.,	rf., Young.
Smith, lf.,	lf., Farnham.
Dahl, c.,	c., Foster.
Light, lg.,	rg., Clark.
Martin, rg.,	lg., Philbrook.

Score, Berlin 18, Gould's 14. Goals from floor; Young 4, Foster, Stewart 3, Smith 4, Dahl. Goals from fouls; Young 6, Smith 2. Referee, Donahue. Umpire, Chapman. Scorer, Pratt. Timer, Moore.

Bridgton Academy 47, Gould's 29.

Feb. 17, Gould's played at Bridgton and was defeated 47 to 29. The game was rough and full of fight. The floor was small and slippery. It was basket ball on Gould's part and brute strength on the part of Bridgton. Young excelled for Gould's, Robbins did well for Bridgton.

The score:

Bridgton.	Gould's.
Massey, Barker, rf.,	rf., Young.
Sanderson, lf.,	lf., Farnham.
Robbins, c.,	c., Foster.
Dordoni, lg.,	lg., Clark.
Eustis, rg.,	rg., Philbrook.
	sub., Cummings.

Bridgton 47, Gould's 29. Goals from floor; Young 5, Farnham, Foster 3, Clark 2, Barker, Sanderson 7, Robbins 10, Dordoni 3, Eustis. Referee, Chapman. Umpire, Leonard. Scorer, Moore. Timers, Cummings and Greene. 20 and 15 minute periods.

Gould's 2, Bridgton Academy 0.

On Feb. 23, Bridgton came to Bethel for the return game. It was the roughest game ever played in Gould's Gym. Eustis of the visiting team, after repeated warnings for "slugging" was ordered from the floor by the referee. The visitors refused to continue the game, thus forfeiting same 2 to 0.

The score:

Bridgton.	Gould's.
Barker, rf.,	rf., Young.
Sanderson, lf.,	lf., Farnham.
Robbins, c.,	c., Foster.
Dordoni, lg.,	lg., Clark.
Eustis, rg.,	rg., Philbrook.
	subs., Lawler, Hamlin, Bowler.
Bridgton 0, Gould's 2	

GIRLS' BASKET BALL.

"Sweet are the uses of adversity."

If this be true the basket ball girls ought to be the sweetest in Gould's Academy. For out of eight games played they have lost five. Much to their disappointment games with Deer- ing High and Bridgton had to be cancelled for lack of funds. In the Gor- ham and Groveton games they were obliged to play without their regular center, Miss King, who has had more basket ball training than any other girl in school, as is evidenced by her secur- ing fifty-four out of sixty-four points won by the team this season.

In spite of these discouragements there have been many pleasant fea- tures. Miss Martyn, who acted as referee last year, has continued to as- sist all this season. Many favorable comments upon her work have been heard from outsiders with experience in basket ball.

Some of the Alumnae organized a basket ball team with Edith Hastings captain, and Ida Packard, manager. They practiced in the gymnasium once a week and did much to help the Acad- emy team. For a couple of night's prac- tice before the Berlin game the girls enjoyed the efficient services of Philip Chapman as coach and were greatly benefited thereby.

As usual the trip to Bryant's Pond was in the nature of a picnic. A party of nineteen went down on the after- noon train taking lunch with them. After an hour's dancing supper was served in the anteroom, hot coffee be- ing the feature of the occasion. Then there was good, hard practice before the games began. The boys' game, be- tween Woodstock High and Rumford was very interesting and the girls were sorry that, in order to catch the train they were obliged to miss the second half.

Everywhere the team has been the girls have been entertained with the greatest courtesy. At Bryant's Pond everything was done to make the sup- per a success. At Berlin the girls were taken to private houses and were "treated" at a restaurant after the game.

The first trip to Groveton will be long remembered. The girls enjoyed staying together at the Groveton Tav- ern. At the hall the floor was very slippery and the game was played in three ten-minute periods, both disad- vantages to the Gould's players. After the game a dance was enjoyed. This

being the last game of the season the girls decided to celebrate by staying over till the afternoon train and seeing Groveton, as this was a place never before visited by any of them. When the Groveton people discovered the plans they made every effort to further them. At nine-thirty Saturday morning, Prin. Sawyer took the Gould's girls and Colebrook boys through the Odell Paper Mills where the entire process from the arrival of the logs in the mill to the tying up of the packages for shipment was carefully explained. After a pleasant walk about town all returned to the Tavern for an early dinner, after which Mr. Sawyer and the other teachers took the girls over the school building. The trip to Groveton was declared by some the "best ever."

The girls have also tried to make things pleasant for the visiting teams. The Bridgton girls drove over on the very worst day of the winter and had the misfortune to lose a horse by the way. The weather being so severe they stayed at Holden Hall over night.

The Berlin girls also stayed over night in order to play at Bryant's Pond the next evening. This was another cold windy day. After the game cocoa was served in Holden Hall dining-room and Saturday afternoon dancing was enjoyed in the same place until the departure of the train.

Altogether, the season has been most enjoyable. The girls are confident of a strong team and better luck next year.

Following is the lineup of the season's games:—

Gorham H. S. at Bethel, Nov. 17, 1911.

Gorham 2	Gould's 16
R. Percival, rf.,	rf., A. Swan.
L. Percival, lf.,	lf., Vail.
Barker, c.,	c., King.

Ryan, lg.,	lg., Russell.
Mason, rg.,	rg., Bartlett.
Ridlon, sub.,	sub., S. Swan.

Summary:

Goals from field; R. Percival 1, Swan 1, Vail 1, King 5. Goals from fouls; King 2. Referee, Martyn. Umpire, Canning. Scorer, Pratt. Timer, Moore. Linesman, Bean. Time, 15—15.

Woodstock High at Bethel, Dec. 29, 1911.

Gould's 16	Woodstock H. S. 1.
A. Swan, rf.,	rf., Adams.
Vail, lf.,	lf., Farnum.
King, c.,	c., Jackson.
Russell, lg.,	lg., Arkett.
Kimball, rg.,	rg., Waterhouse.
Bartlett, sub.,	sub., Crooker.

Summary:

Goals from field; Vail 1, King 5. Goals from fouls; Jackson 1, Swan 2, King 2. Referee, Fisher. Umpire, Martyn. Scorer, Pratt. Timer, Moore. Linesman, Kimball. Time, 15—15.

Bridgton High at Bethel, Jan. 6, 1912.

Bridgton 15.	Gould's 10.
Arey, rf.,	rf., Swan.
Wilbey, lf.,	lf., Vail.
Gore, c.,	c., Bartlett.
Davis, rg.,	rg., Kimball.
Abbott, lg.,	lg., Russell.
Burnham, sub.,	c., King.
Towne, sub.	

Summary:

Goals from field; Arey 3, Wilbey 1, Vail 2, King 1. Goals from fouls; Wilbey 7, Vail 2, King 2. Referee, Martyn. Scorers, Davis, Pratt. Timers, Davis, Farnham. Linesman, Kimball. Time, 15—15.

Gorham H. S. at Gorham, Jan. 12, 1912.

Gorham 18.	Gould's 0.
R. Percival, rf.,	rf., A. Swan.
L. Percival, lf.,	lf., Vail.
Barker, c.,	c., Bartlett.

Mason, rg., rg., Kimball.
 Ryan, lg., lg., Russell.
 Ridlon, sub., sub., S. Swan.

Summary:

Goals from field; R. Percival 4, Barker 5.
 Referee, Martyn. Umpire, Canning. Scorers,
 Pratt, Gillis. Timers, Moore, Crockett. Time,
 15—15.

Berlin H. S. at Berlin, Jan. 26, 1912.

Berlin 22. Gould's 2.
 Studd, rf., rf., Swan.
 Wagner, lf., lf., Vail.
 Hodgdon, c., c., King.
 Robertson, rg., rg., Kimball.
 Langis, lg., lg., Russell.
 Rogers, sub., sub., Bartlett.

Summary:

Goals from field; Vail 1, Hodgdon 5, Studd
 5. Goals from fouls; Studd 1, Wagner 1.
 Referee, Sullivan. Umpire, Martyn. Scorer,
 Pratt. Timers, Walker, Bartlett. Time, 15—
 15.

Woodstock H. S. at Bryant's Pond, Feb. 3, '12

Woodstock H. S. 6. Gould's 22.
 Adams, lf., lf., Vail.
 Farnum, rf., rf., A. Swan.
 Jackson, c., c., King.
 Millett, rg., rg., Kimball.
 Littlefield, lg., lg., Bartlett.
 Arkett, sub., sub., S. Swan.

Summary:

Goals from field; Jackson 1, King 9. Goals
 from fouls; Jackson 4, Vail 1, King 3. Ref-
 eree, Martyn. Umpire, Fisher. Scorer, Pratt.
 Timer, Foster. Time, 15—15.

Berlin H. S. at Bethel, Feb. 9, 1912.

Berlin 8. Gould's 6.
 Studd, rf., rf., Swan.
 Wagner, lf., lf., Vail.
 Hodgdon, c., c., King.
 Robertson, rg., rg., Kimball.
 Langis, lg., lg., Russell.
 Rogers, sub., sub., Bartlett.

Summary:

Goals from field; Studd 2, Wagner 1, King
 2. Goals from fouls; Studd 2, Swan 1, King
 1. Referee, Martyn. Umpire, Culhane. Scor-
 er, Pratt. Timer, Moore. Linesman, Hast-
 ings. Time, 15—15.

Groveton H. S. at Groveton, Feb. 16, 1912.

Groveton 33. Gould's 4.
 Donovan, lf., lf., Vail.
 Hayes, rf., rf., Swan.
 Hardy, c., c., Bartlett.
 McLaughlin, rg., rg., Kimball.
 Graham, lg., lg., Russell.
 McLaughlin, C., f.,
 Ellingwood, g.

Summary:

Goals from field; Donovan 2, Hayes 2,
 Hardy 12, Bartlett 1. Goals from fouls; Hardy
 1, Vail 2. Referee, Martyn. Umpire, Sawyer.
 Scorer, Pratt. Timer, Thurston. Linesman,
 Pratt. Time, 10—10—10.

A COMMONPLACE LIFE.

"A commonplace life," we say and we
 sigh.

But why should we sigh as we say?
 The commonplace sun in the common-
 place sky

Make up the commonplace day.

The moon and the stars are common-
 place things,

And the flower that blooms and the
 bird that sings.

But dark were the world and sad our
 lot

If the flowers should fail and the sun
 shine not—

And God, who studies each separate
 soul,

Out of commonplace lives makes His
 beautiful whole.

—Susan Coolidge, in Philadelphia
 Ledger.



EXCHANGES.

We are pleased to note the fact that our exchange list is a little larger than in our last issue.

There is space in our library for more, and we hope to receive papers from other schools to which we have sent the "Herald."

The following list comprises the names of those found in our reading room at the present time.

"The Bates Student," Bates College.

"The Colby Echo," Colby College.

"The Maine Campus," U. of M.

"The Hebron Semester," Hebron Academy.

"The E. L. H. S. Oracle," Edward Little High School.

"The Good Will Record," Good Will Farm, Oakland.

"The Clavis," Jay High School.

"The Racquet," Portland High School.

"The Caduceus," Norway High School.

"The Academy Echo," Freedom Academy.

"The High School Outlook," Porter High School, Kezar Falls.

"L. H. S. Quarterly" Lewiston High School.

Thus far, we have found but very few criticisms of the Herald, in the exchange columns of the papers which we have received. If there is anything about our paper which you do not like we wish to hear about it. We shall not fail to mention those things which we feel would add to the looks and use of your papers.

In looking over our list, we find the name of one which is new to us, "The High School Outlook." You have started the publication of a very good paper and we hope to continue the exchange with you. We notice that you have no mention of athletics. It seems that there must be some athletic interest in your school worthy of a little space in this paper.

"The Racquet" we find to be a very interesting, well arranged paper. It contains many good cuts, including portraits of three famous men, which adds to its interest.

The L. H. S. Quarterly. We would like to ask how anyone, not already familiar with the name, is to know what L. H. S. stands for. There is nothing in the paper which tells us it is Lewiston High School. We congratulate your business managers on the large amount of advertising obtained.

"The E. L. H. S. Oracle." We think that both outside appearance, and inside arrangement of this paper excellent. The jokes as well as the literary part seems complete.

Will some school, having a Y. M. C. A. in connection with it, please write to us something about its organization and how it is carried on, either through these columns or by letter addressed to Exchange Editor of the "Herald."

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